

TOOLS FOR SUCCESSFUL TRANSITION WITH  
GED/HSED  
TITLE I-D CONFERENCE  
MADISON, WISCONSIN  
NOVEMBER 10, 2017

Beth Lewis  
Alternative Education & GED/HSED Administrator  
Department of Public Instruction

# TERMS

- GED: 4 GED tests + Civics
- HSED: 5 Options + Civics
  - 5.05: GED + health, employability skills, career awareness
  - 5.06: 22 high school credits
  - 5.07: 24/32 post-secondary credits
  - 5.08: Foreign diploma
  - 5.09: Competency based
- GEDO #2: GED Option #2, available only for approved school districts

# CIVICS UPDATE

Passing score  
on civics = 65  
effective  
9/23/17



# GED UPDATES

- Constructed Response
  - Removed from Science test
  - May return
  - Does not change the length of the test
  - Does not change the content or the PLDs
- New Products
  - GED Live (Kaplan Test Prep)
  - GED Flash – Online study tool to help students conquer GED test subjects

# CONNECTING THE DOTS FOR GED SUCCESS

## 10 Strategies Every Teacher Can Use





# TIP 1

USE DATA TO  
TELL THE STORY  
AND ASSESS  
AREAS OF  
STRENGTH  
AND NEED



# GED TEST SUCCESS RATES

Year	National Pass Rate	Wisconsin Test Takers	Wisconsin Ages 17-21	Wisconsin Inmates
2014	59%	65%	65%	73%
2015	79%	82%	87%	92%
2016	81%	85%	84%	87%
2017 YTD	79%	80%	83%	78%

# AVERAGE PASSING SCORE PER CONTENT AREA

## NATIONAL

- Math: 153
- Science: 155
- RLA: 155
- Social Studies: 155

## WISCONSIN

- Math: 155
- Science: 157
- RLA: 157
- Social Studies: 157

## GED College Ready Scores Improve the Chances for College Success



GED® College Ready + Credit

175

**Qualify for up to ten  
college credit hours**



GED® College Ready

165

**Ready to take  
college-level courses**



Pass / High School Equivalency

145

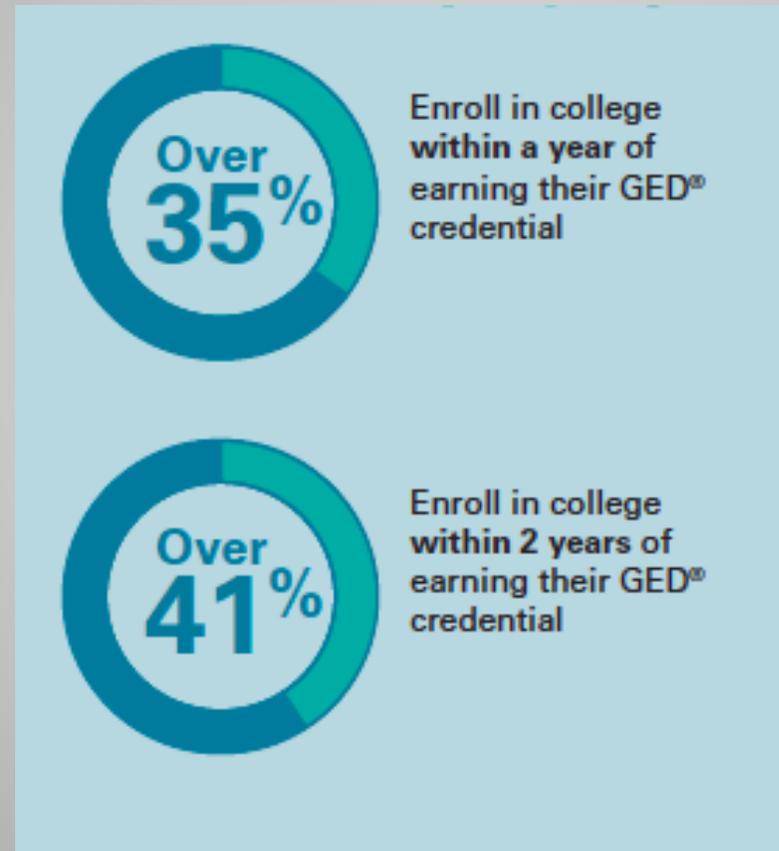
**Earn a high school  
equivalency diploma**

# GED<sup>®</sup> PERFORMANCE LEVELS

1. Below Passing	2. Pass/High School Equivalence	3. GED <sup>®</sup> College Ready	4. GED <sup>®</sup> College Ready + Credit
0-144	145-164	165-174	175-200
Scores below the GED <sup>®</sup> test Passing Standard	Scores at or above the GED <sup>®</sup> test Passing Standard	Scores indicative of College and Career Readiness	Scores indicative of skills taught in some beginning college- level courses

# RESEARCH RESULTS HIGHLIGHTS

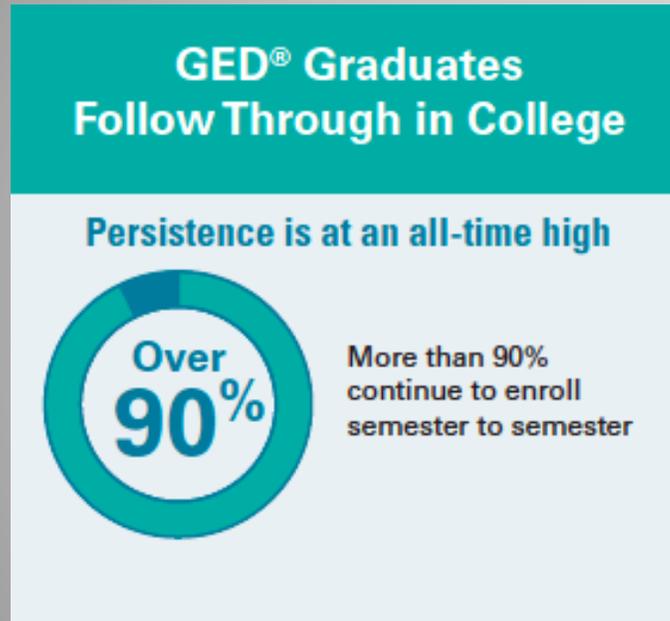
- Data matches in 2015 and 2016 with National Student Clearinghouse indicate:



\* Results based on random samples of 10,000 graduates in 2015 and 27,000 graduates in 2016

# RESEARCH RESULTS HIGHLIGHTS

- Data matches in 2015 and 2016 with National Student Clearinghouse indicate:



- ✓ **93% continue to be enrolled at the 2-year mark!**
- ✓ Of the 7% not enrolled:  
8 in 10 left PSE with a certificate/credential
- ✓ Higher education leaders are becoming keenly interested in the persistence numbers

\* Results based on random samples of 10,000 graduates in 2015 and 27,000 graduates in 2016

# Tip 2

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

Reasoning Through Language Arts	Mathematical Reasoning	Science	Social Studies
<p>Test-takers who score at the Pass level are typically able to demonstrate satisfactory proficiency with the skills identified in the <i>Below Passing</i> level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros's "Caramelo," John Steinbeck's "Traveler With Charley," in "Search of America," and Donald Mackay's "The Building of Manhattan." Test-takers who score in this performance level are typically able to demonstrate the following skills:</p> <p><b>Analyzing and Creating Text Features and Technique</b></p> <ul style="list-style-type: none"> <li>Order sequences of events in text at a satisfactory level.</li> <li>Make inferences about plot/sequence of events, characters/people, settings, or ideas in text at a satisfactory level.</li> </ul>	<p>Test-takers who score at the Pass level are typically able to demonstrate knowledge of an ability with the skills identified in the <i>Below Passing</i> level as well as the following test:</p> <p><b>Quantitative Problem Solving with Rational Numbers</b></p> <ul style="list-style-type: none"> <li>Order fractions and decimals, including on a number line.</li> <li>Apply number properties involving multiples and factors at a satisfactory level.</li> <li>Simplify numerical expressions with rational exponents at a satisfactory level.</li> <li>Identify absolute value of a rational number as a distance from 0 on a number line.</li> </ul> <p><b>Reasoning quantitatively and using units</b></p> <ul style="list-style-type: none"> <li>Identify a specific source of information to investigate a problem.</li> <li>Understand and apply scientific investigations in a satisfactorily level.</li> <li>Design a scientific investigation.</li> <li>Summarize a scientific investigation.</li> <li>Use counting and permutations satisfactorily level.</li> </ul>	<p>Test-takers who score at the Pass level are typically able to demonstrate knowledge of an ability with the skills identified in the <i>Below Passing</i> level as well as the following test:</p> <p><b>Applying scientific processes and procedural concepts</b></p> <ul style="list-style-type: none"> <li>Identify a specific source of information to investigate a problem.</li> <li>Understand and apply scientific investigations in a satisfactorily level.</li> <li>Design a scientific investigation.</li> <li>Summarize a scientific investigation.</li> <li>Use counting and permutations satisfactorily level.</li> </ul>	<p>Test-takers who score at the Pass level are typically able to demonstrate knowledge of an ability with the skills identified in the <i>Below Passing</i> level as well as the following test:</p> <p><b>Applying social studies concepts to the analysis and construction of equipment</b></p> <ul style="list-style-type: none"> <li>Identify the chronological structure of a historical narrative and determine its significance at a satisfactory level.</li> <li>As a satisfactory level, compare different sets of data related to public, historical, economic, geographic, or social studies.</li> </ul>

**GED® Test: Reasoning Through Language Arts Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency**

Test-takers who score at this level are typically able to demonstrate satisfactory proficiency with the skills identified in the Below Passing level as well as to comprehend and analyze challenging passages similar to Sandra Cisneros's "Caramelo," John Steinbeck's "Traveler With Charley," in "Search of America," and Donald Mackay's "The Building of Manhattan." Test-takers who score in this performance level are typically able to demonstrate the following skills:

**Analyzing and Creating Text Features and Technique**

- Order sequences of events in texts at a satisfactory level
- Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level
- Analyze relationships within texts, including how events are important in relation to plot or conflict, how people, ideas, or events are connected, developed, or distinguished, how events contribute to theme or relate to key ideas, or how a setting or context shapes structures and meaning
- Analyze the roles that details play in complex literary or informational texts at a satisfactory level
- Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context
- Analyze how meaning or tone is affected when one word is replaced with another, at a satisfactory level
- Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas
- Analyze the structural relationship between adjacent sections of text at a satisfactory level
- Analyze transitional language or signal words and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose, at a satisfactory level
- Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose

[GEDtestingservice.com](http://GEDtestingservice.com) • [GED.com](http://GED.com)

GED® and GED® Testing Service® are registered trademarks of the American Council on Education. This may not be used or reproduced without the express written permission of ACE or GED® Testing Service. The GED® and GED® Testing Service® marks are administered by GED® Testing Service LLC under license from the American Council on Education. Copyright © 2016 GED® Testing Service LLC. All rights reserved.

**GED® Test: Mathematical Reasoning Performance Level Descriptors What Your Score Means: Level 2 — Pass/High School Equivalency**

Test-takers who score at this level typically have a satisfactory proficiency in demonstrating skills in the following categories: number sense and computation, geometric measurement, data analysis and statistics, and algebraic expressions and functions.

Test-takers are generally able to demonstrate knowledge of and ability with the skills identified in the Below Passing level at a satisfactory level as well as the following skills:

**Quantitative Problem Solving with Rational Numbers**

- Order fractions and decimals, including on a number line
- Apply number properties involving multiples and factors at a satisfactory level
- Simplify numerical expressions with rational exponents at a satisfactory level
- Identify absolute value of a rational number as its distance from 0 on the number line and determine the distance between two rational numbers on the number line, at a satisfactory level
- Perform computations with rational numbers
- Compute numerical expressions with squares and square roots of positive, rational numbers at a satisfactory level
- Compute numerical expressions with cubes and cube roots of positive, rational numbers
- Determine when a numerical expression is undefined at a satisfactory level
- Solve real-world problems using rational numbers at a satisfactory level
- Compute unit rates at a satisfactory level
- Use scale factors to determine the magnitude of a size change, and convert between actual drawings and scale drawings
- Solve arithmetic and real-world problems involving ratios and proportions at a satisfactory level
- Solve multi-step arithmetic and real-world problems involving percents

**Quantitative Problem Solving in Measurement**

- Compute the area and perimeter of triangles and rectangles at a satisfactory level
- Determine side lengths of triangles and rectangles when given area or perimeter at a satisfactory level
- Compute the area and circumference of circles
- Determine the radius and diameter of circles when given area or circumference
- Compute the area and perimeter of polygons

[GEDtestingservice.com](http://GEDtestingservice.com) • [GED.com](http://GED.com)

GED® and GED® Testing Service® are registered trademarks of the American Council on Education. This may not be used or reproduced without the express written permission of ACE or GED® Testing Service. The GED® and GED® Testing Service® marks are administered by GED® Testing Service LLC under license from the American Council on Education. Copyright © 2016 GED® Testing Service LLC. All rights reserved.

# PLDs – Stuff to Teach!

# Performance Level Descriptors (PLDs)

## Four Performance Levels

- Level 1: Below Passing (100-144)
- Level 2: HSE (145-164)
- Level 3: GED<sup>®</sup> College Ready (165-174)
- Level 4: GED<sup>®</sup> College Ready + Credit (175-200)

# Performance Level Descriptors (PLDs)

- Helpful tool for the classroom
- Explain in detail the skills students need to demonstrate to pass the test
- Two formats
  - Official Version
  - Test-taker Version



# EXAMPLE OF PLDS

## Official Version

Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.

## Test Taker Version

Figure out what words and phrases mean using clues from the context of a written source.

# HOW TO USE PLDS IN THE CLASSROOM

**Tip 1:** Assess student's current skill level

**Tip 2:** Determine when students are ready to test

**Tip 3:** Shape learning activities

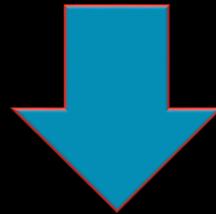
**Tip 4:** Add perspective to lesson plans

# WHERE TO ACCESS PLDS

1. Go to:  
[www.gedtestingservice.com/educators/pld](http://www.gedtestingservice.com/educators/pld)
2. Click *Educators*
3. Click *For the Educators*
4. Click *Teaching and Scoring Tools*
5. Access *Performance Level Descriptors*

The image shows two overlapping screenshots of the GED Testing Service website. The top screenshot displays the main navigation menu with 'FOR THE EDUCATORS' highlighted. Below this, there is a section titled 'Help your test-takers prepare for the 2014 test' and a 'FREE PRACTICE TEST' section with a list of resources under 'MATHEMATICAL REASONING'. The bottom screenshot shows the 'Performance Level Descriptors' page, which includes an 'OFFICIAL VERSION / STUDENT-FRIENDLY VERSION' link, a brief explanation of PLDs, and a list of links for the 2014 GED Test, Reasoning Through Language Arts, and Mathematical Reasoning.

PLD



HII

TIP 3

FROM PLDS TO  
HIIS TO  
RELATIONSHIPS

# WHAT ARE *HIGH IMPACT INDICATORS*?

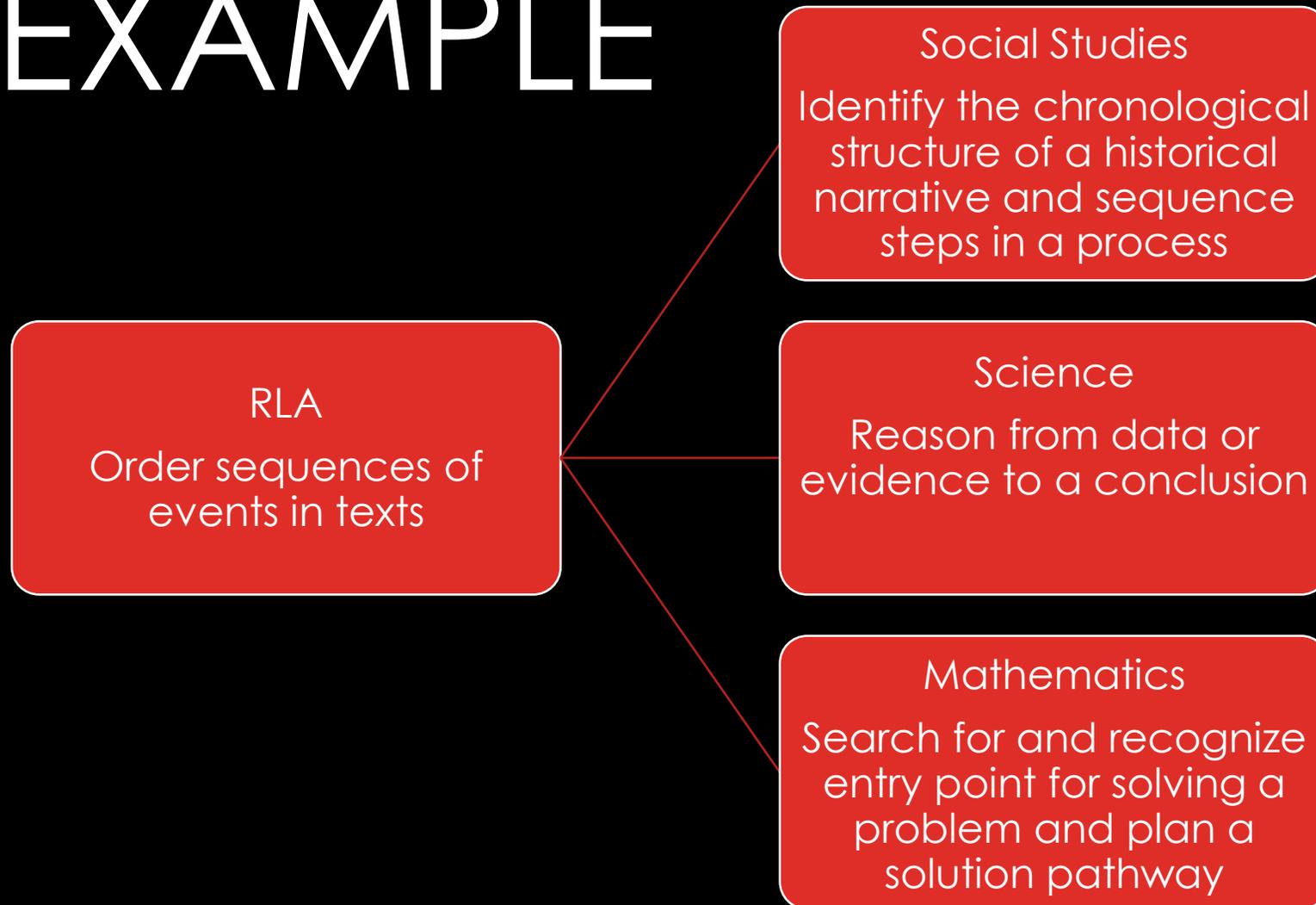
- Important skills that are widely applicable
- May currently receive light coverage during GED®test preparation
- Lend themselves to straightforward instruction
- Based on research

# IT'S ALL ABOUT RELATIONSHIPS



- Assist instructors in creating instructional plans that address the maximum number of skills
- Assist students in applying skills in multiple ways and in a variety of contexts

# AN EXAMPLE



# WHERE TO ACCESS HIIS AND RELATIONSHIPS

- High Impact Indicators

<https://www.gedtestingservice.com/uploads/files/38c313c646bfdb3atbfff06330ddf209.pdf>

- Relationships Between the High Impact Indicators and Other Indicators

<https://www.gedtestingservice.com/uploads/files/10e886ff3d5a3931ef5581367f4cfd15.pdf>



## High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators**. Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

### Reasoning Through Language Arts – High Impact Indicators

Indicator	
<b>R.3.1: Order sequences of events in texts.</b> <i>Primarily measured with literary texts.</i>	<ul style="list-style-type: none"> <li>• located a si</li> <li>• identified cl</li> <li>• described ti</li> <li>• re-ordered i</li> <li>• re-ordered d</li> <li>• and-effect.</li> </ul>



## Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help instructors make a significant impact on student skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.

Note: High Impact Indicators appear in **BOLD** type.

### Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas		
RLA	Social Studies	Science	Mathematical Reasoning
<b>R.3.1: Order sequences of events in texts.</b> <i>Primarily measured with literary texts.</i>	<p><b>SSP.3.a: Identify the chronological structure of a historical narrative and sequence steps in a process.</b></p> <p>SSP.3.b: Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.</b></p> <p>SSP.3.d: Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.</p>	<p>SP.3.b Reason from data or evidence to a conclusion</p> <p>SP.3.c Make a prediction based upon data or evidence</p>	<p>MP.1.a. Search for and recognize entry points for solving a problem.</p> <p>MP.1.b. Plan a solution pathway or outline a line of reasoning.</p> <p>MP.1.d. Recognize and identify missing information that is required to solve a problem.</p> <p>MP.1.e. Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.</p> <p>MP.2.c. Recognize the important and salient attributes of a problem.</p> <p>MP.3.a. Build steps of a line of reasoning or solution pathway, based on previous step or given.</p> <p>MP.3.b. Complete the lines of reasoning of others.</p> <p>MP.3.c. Improve or correct a flawed line of reasoning.</p>

GED® and GED Testing Service® are registered trademarks of the American Council on Education. They may not be reproduced by GED Testing Service LLC under license from the American Council on Education. Copyright © 2011 GED Testing Service LLC. All rights reserved.

GEDtestingservice.com • GED.com

TIP 4:



Make Your  
Thinking  
Processes  
Visible

# WHAT KIND OF THINKING DO WE WANT OUR STUDENTS TO DO?

- Make connections
- Reason with evidence
- Observe closely and describe
- Consider different viewpoints
- Capture the heart and form conclusions
- Build explanations and interpretations
- Solve problems in different ways
- ? ? ?



# HOW DO WE GET STARTED IN TEACHING THINKING SKILLS?



Start by concisely describing for students what you and they will be doing.

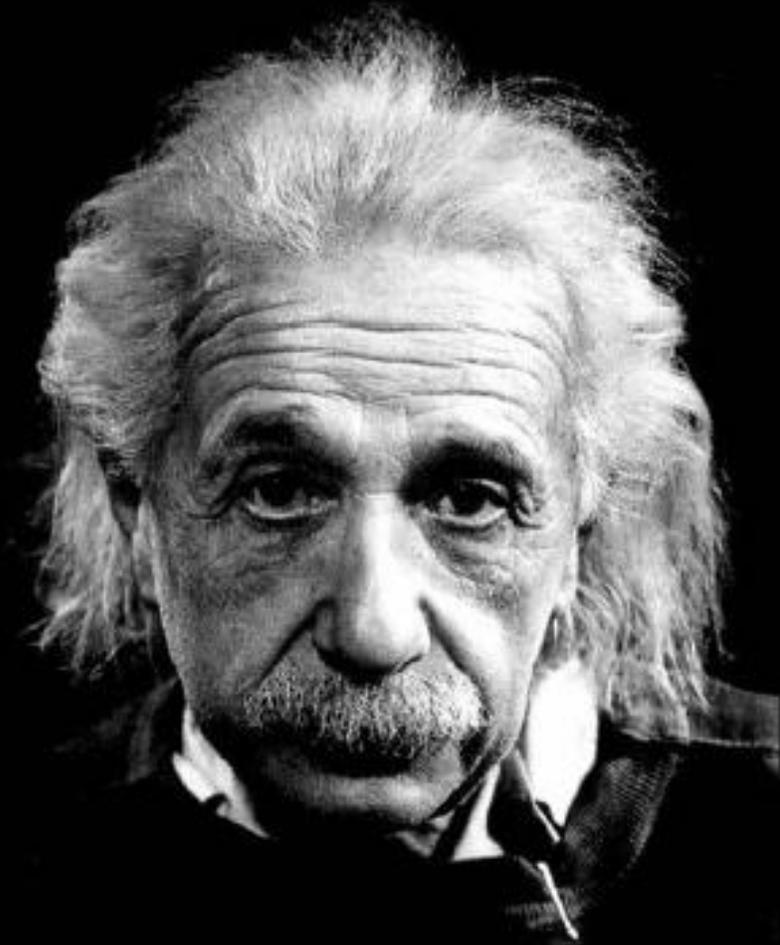
# MODELING AND SCAFFOLDING

Consider how two classroom strategies...

- **Modeling** (making thinking processes visible)
- **Scaffolding** (meeting students where they are and taking them where they need to go)

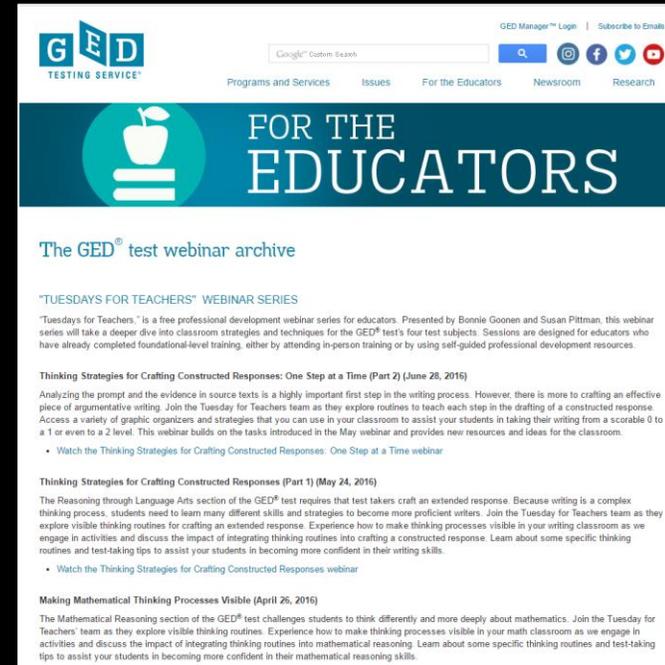
can support incorporating visual thinking in the classroom.

**If you can't explain it simply, you  
don't understand it well enough**



# WHERE TO FIND MORE ON MTPV

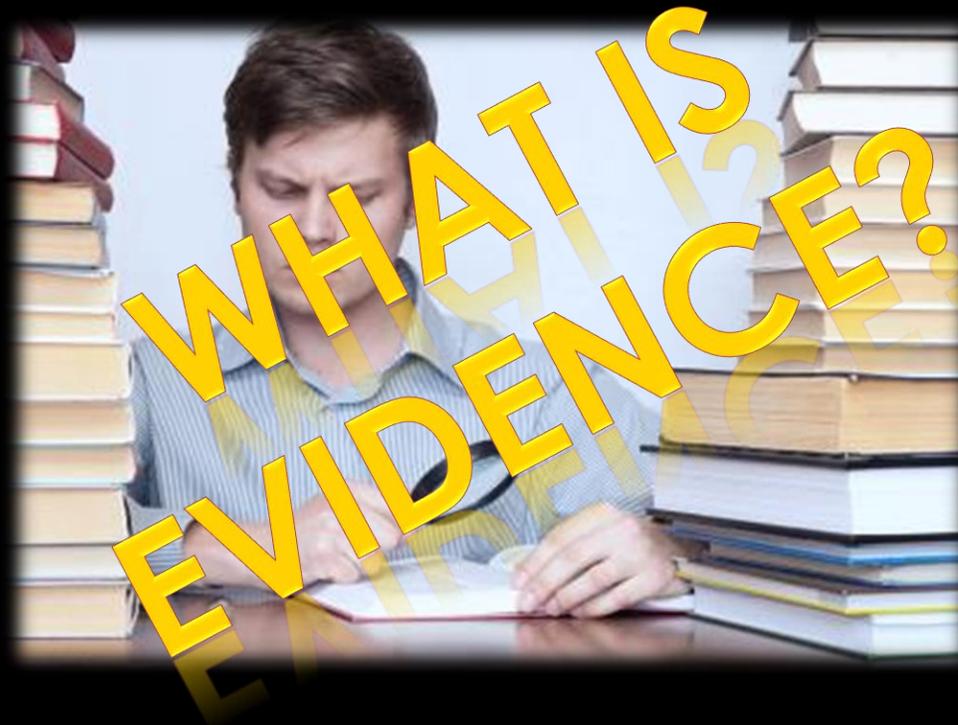
1. Go to the GEDTS Webinar Archive - <http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive>
2. Click **Making Math Thinking Processes Visible**
3. Click **Thinking Strategies for Crafting Constructed Responses (Parts 1 and 2)**
4. Access PowerPoints and Guides



The screenshot shows the GED Testing Service website for educators. The header includes the GED logo, a search bar, and navigation links for Programs and Services, Issues, For the Educators, Newsroom, and Research. A blue banner features an apple icon and the text "FOR THE EDUCATORS". The main content area is titled "The GED® test webinar archive" and lists the "TUESDAYS FOR TEACHERS® WEBINAR SERIES". It includes descriptions and links for three webinars: "Thinking Strategies for Crafting Constructed Responses: One Step at a Time (Part 2) (June 28, 2016)", "Thinking Strategies for Crafting Constructed Responses (Part 1) (May 24, 2016)", and "Making Mathematical Thinking Processes Visible (April 26, 2016)".

# TIP 5<sup>31</sup>

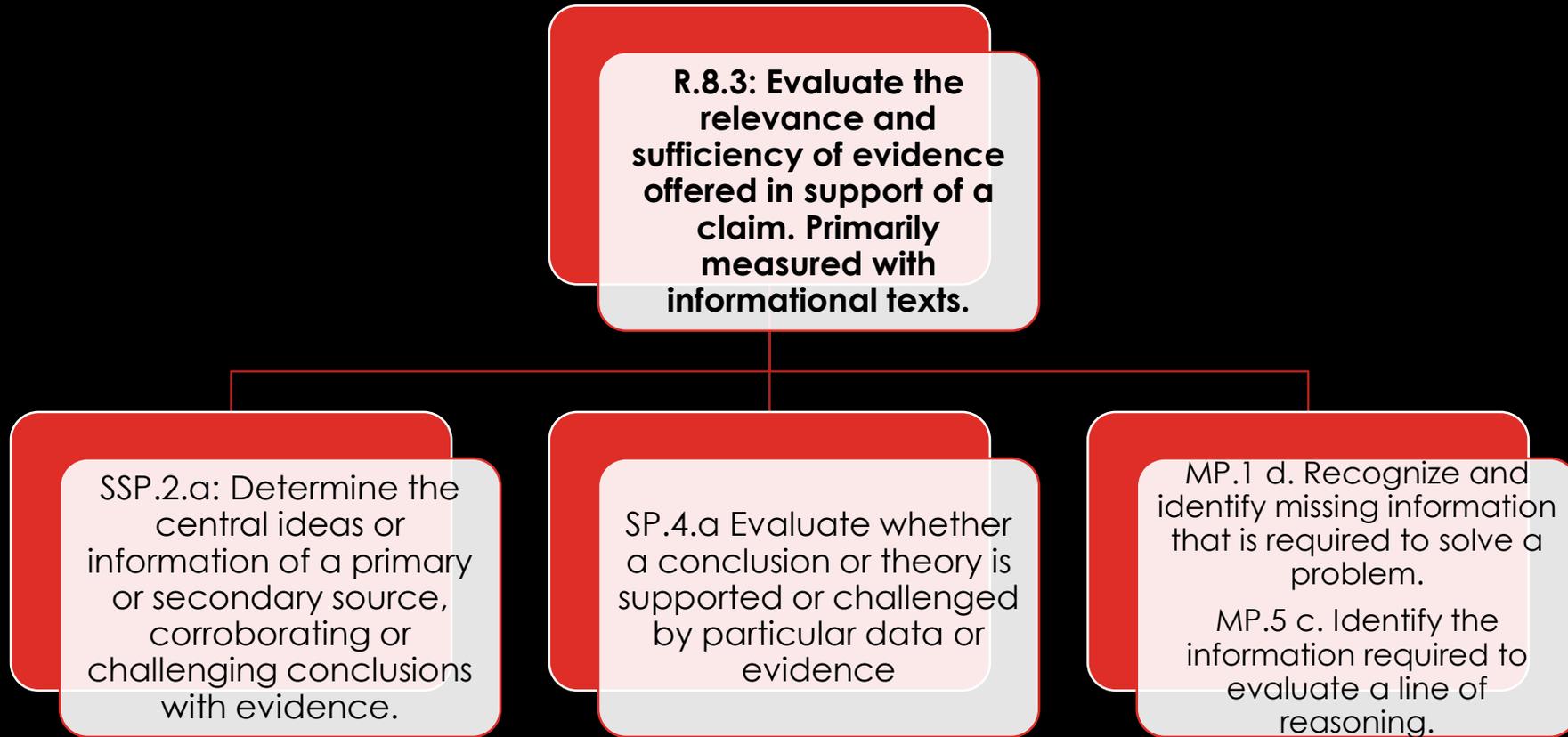
It's All About  
Evidence, but  
First . . .



# DIFFERENT TYPES OF EVIDENCE

Types of Evidence	Definition
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
Expert Testimony	The observations or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions –ethos, pathos, logos.

# EVIDENCE – IT'S MORE THAN JUST RLA



# BOTH SIDES NOW – A TOOL FOR ANALYZING AND EVALUATING EVIDENCE

Both Sides Now		
Evidence that Supports		Evidence that Opposes
Will ease traffic congestion	Which position regarding the building of a new road is better supported?	Will bypass town and harm it
Will create jobs		Road paid for with federal funds
Improving highway means jobs for construction workers		Few residents will use road
Will bring more long-distance travelers to area		Will lose money because of bypass
30% increase in traffic that won't impact city roads		Construction jobs are only temporary
Will attract national motel and restaurant chains		Minimum wage jobs will remain
Will eliminate truck traffic through city by as much as 75%		Highway will bypass four cities in one district, so fewer travelers will stop in the cities
Will reduce road maintenance costs		2001 study shows bypasses have negative impact on local businesses
Representative held town meetings		Representative did not listen to local concerns in her town meetings

Have students

- List the evidence that supports
- List the evidence that opposes
- Evaluate the evidence
- Select the position that is better supported

# Where to Access More Strategies on Analyzing and Evaluating Evidence

Tuesdays for Teachers

- Thinking Strategies for Crafting Constructed Responses (Part 1) (May 24, 2016)

<http://www.gedtestingservice.com/educators/thinkingstrategiesforconstructedresponsepart1>

- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2 (June 2016)

<http://www.gedtestingservice.com/educators/thinkingstrategiesconstructedresponsepart2>



# ONE LAST THOUGHT ON EVIDENCE:



**“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”**

**—Abraham Lincoln**

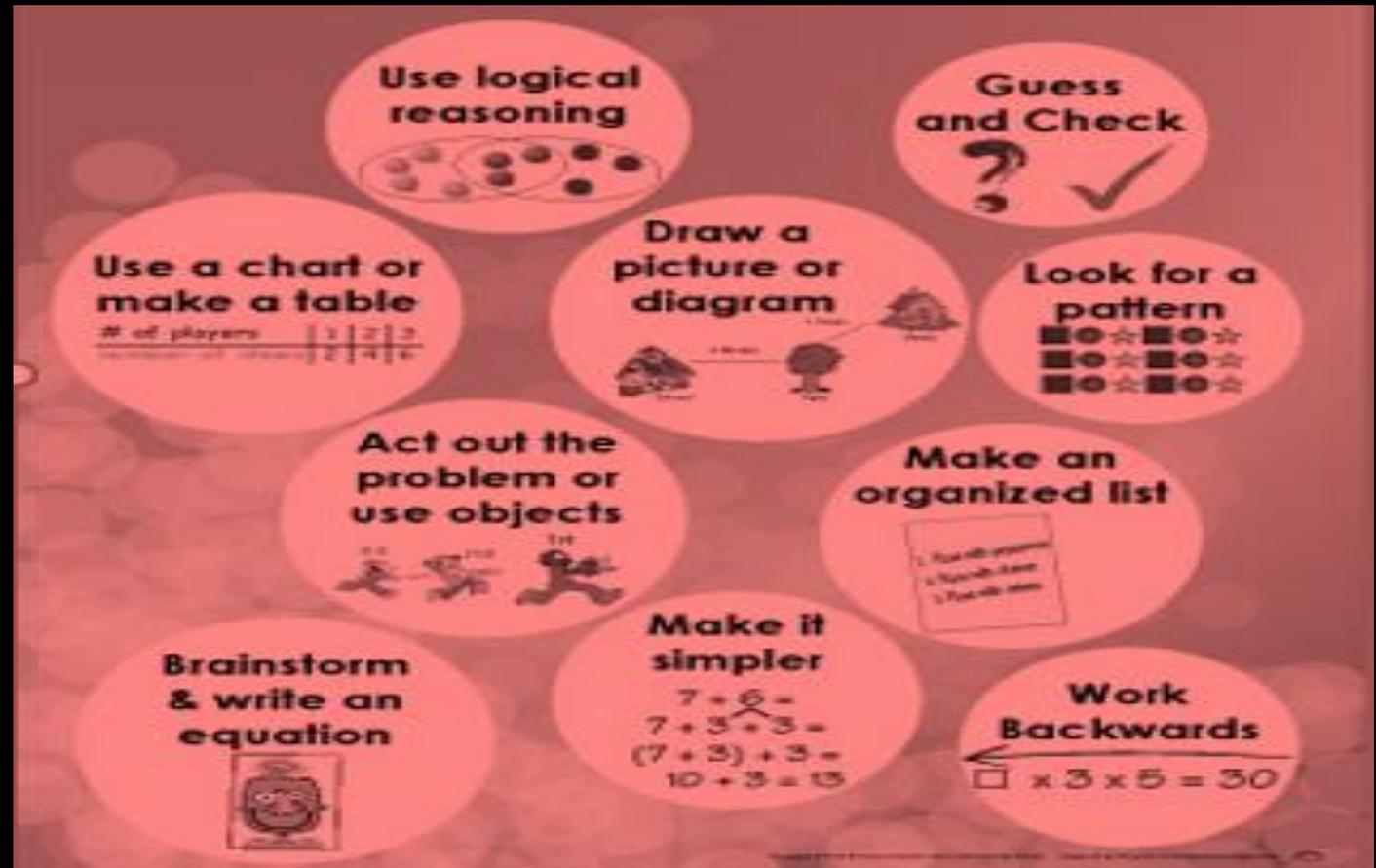
# TIP 6:

- Teach students how to mathematically reason and use different heuristics to solve problems



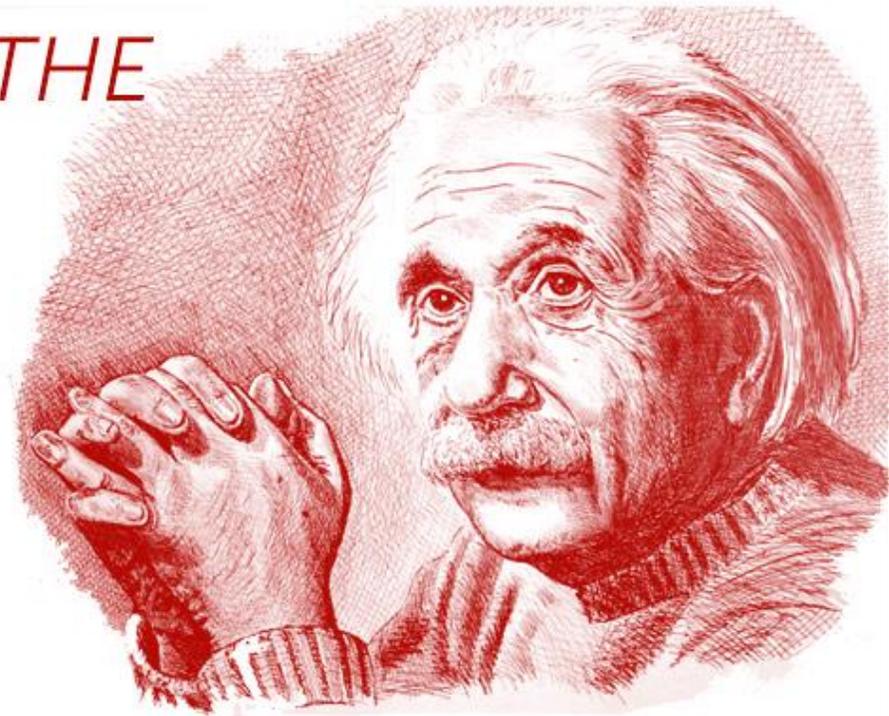
# What are heuristics?

MUST-HAVE STRATEGIES FOR PROBLEM SOLVING



*"EDUCATION IS NOT THE  
LEARNING OF FACTS,  
BUT THE TRAINING  
OF THE MIND  
TO THINK."*

*- ALBERT EINSTEIN*



# WHERE TO ACCESS MORE INFORMATION ON PROBLEM SOLVING



**Making Mathematical Thinking  
Processes Visible**

A Webinar from the GED Testing Service®

Bonnie Goonen and Susan Pittman  
Tuesdays for Teachers – April 26, 2016

GED® and GED Testing Service® are registered trademarks of the American Council on Education. Used under license.  
Copyright © 2016 GED Testing Service, LLC. All rights reserved.

Making Mathematical Thinking  
Processes Visible (Tuesdays for  
Teachers - April 26, 2016)

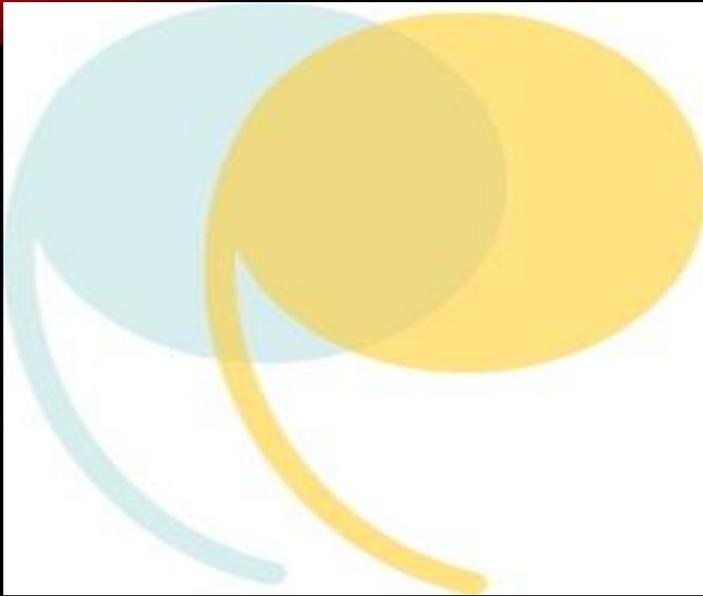
<http://www.gedtestingservice.com/educators/makingmaththinkingvisible>

- Heuristics
- Graphic Organizers
- Websites
- More . . .

# TIP 7

## TEACH CLOSE READING STRATEGIES





“A careful and purposeful  
rereading of a text.”

— Dr. Douglas Fisher  
San Diego State University

# WHY CLOSE READING

- Helps students understand WHY WE READ
- Promotes CRITICAL THINKING, PROBLEM SOLVING, conversation, and understanding
- Is one of the main analytical tools used in HIGHER EDUCATION and the WORKPLACE
- Is a SURVIVAL SKILL in our media saturated world

# WAYS TO TEACH CLOSE READING

1. Use short passages (don't start out with "War and Peace").
2. Let students guide the way. Begin by asking students what they notice about the text and use their observations for discussion.
3. Keep discussions focused on the text.

# PUTTING THE PROCESS TO WORK

**Step 1 – Find the Right Text**

**Step 2 – Do Your Pre-Work**

**Step 3 – Teach Students to Read  
with a Pencil**

**Step 4 – Discuss Students'  
Responses to TDQs**

**Step 5 – Have Students Write  
About What They Read**



# CLOSE READING IS ABOUT MATH TOO

- First Read: Read for Understanding
- Second Read: Read to Identify a Problem Solving Process
- Third Read: Solve the Problem and Check for Reasonableness

Miller, P. and Koesling, D. "Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment. Danvers, MA

# WHERE TO ACCESS MORE STRATEGIES ON CLOSE READING

## Tuesdays for Teachers

- **Close Reading: A Key to Teaching Constructed Response (May 26, 2015)**

<http://www.gedtestingservice.com/educators/exploring-the-2014-ged-test-webinar-archive>

- **Mathematical Reasoning (March 24-26, 2015)**

[http://www.gedtestingservice.com/educators/tftwebinar-mathematical\\_reasoning](http://www.gedtestingservice.com/educators/tftwebinar-mathematical_reasoning)

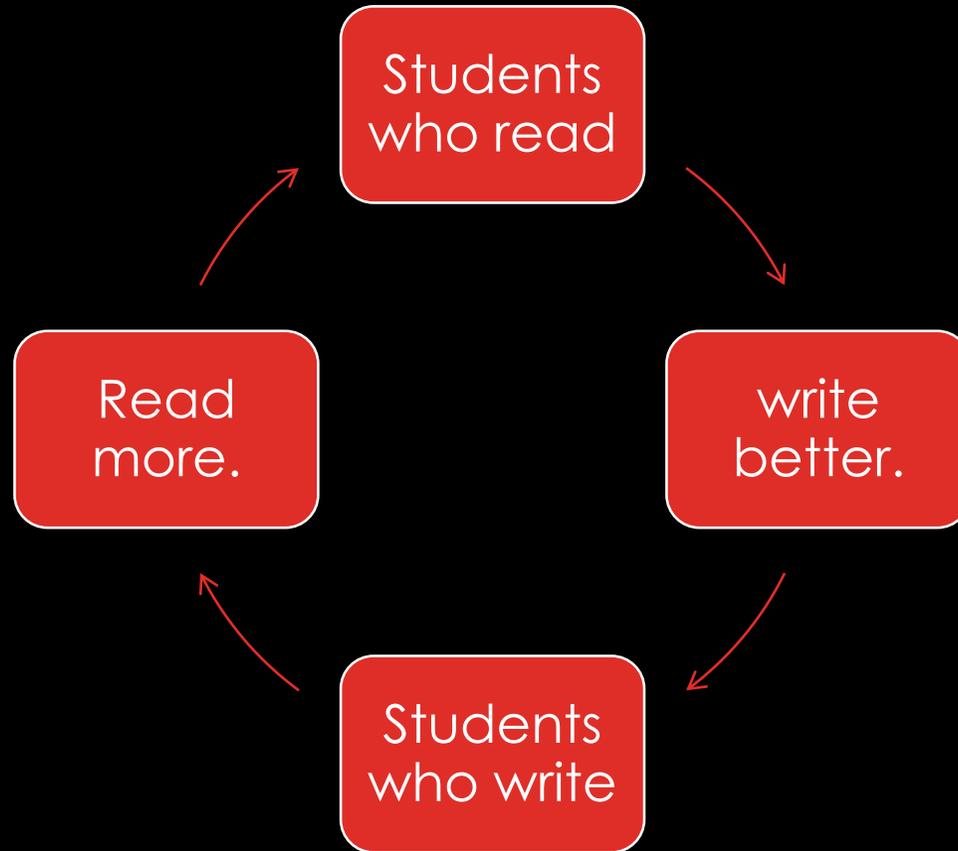


# TIP 8

INCORPORATE READING AND  
WRITING INTO EVERY CLASSROOM,  
EVERY DAY



# THE LINK BETWEEN READING AND WRITING



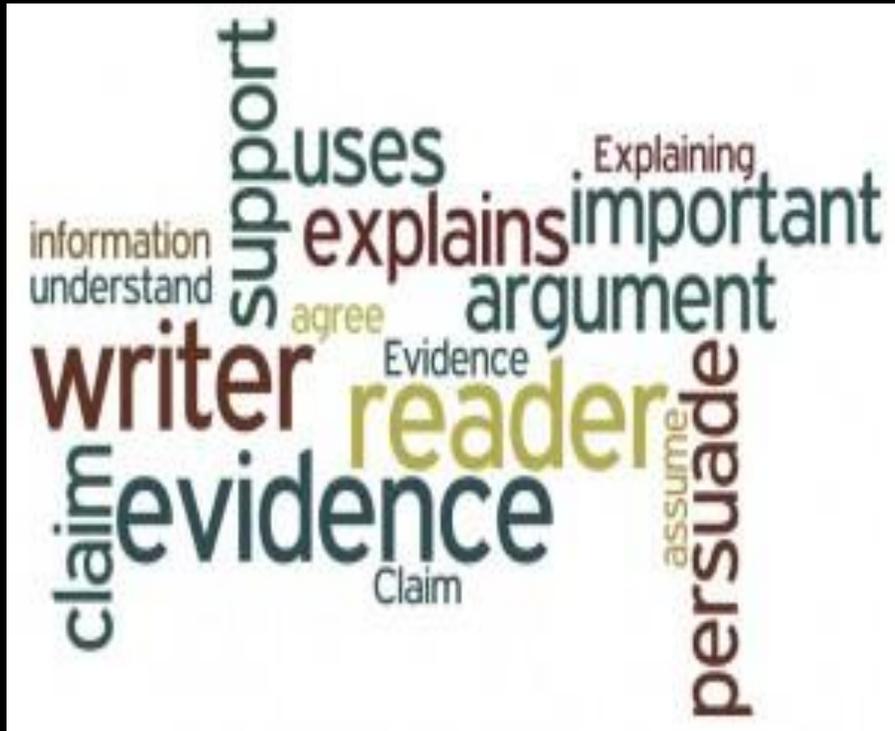
- Reading strategies should lead to writing
- Writing strategies should encourage further reading

# TEACHING ARGUMENTATIVE WRITING – ONE STEP AT A TIME

- Analyze the prompt
- Closely read and interact with text
- Analyze/evaluate the evidence
- Plan/organize the essay
  - Craft a claim
  - Identify and connect evidence
  - Determine counterclaim/rebuttal
  - Craft a conclusion
- Write the draft - Put it all together
- Revise and edit
- Publish



# WHERE TO ACCESS A STEP-BY-STEP GUIDE FOR ARGUMENTATIVE WRITING



## Tuesdays for Teachers

- Thinking Strategies for Crafting Constructed Responses (Part 1) (May 24, 2016)

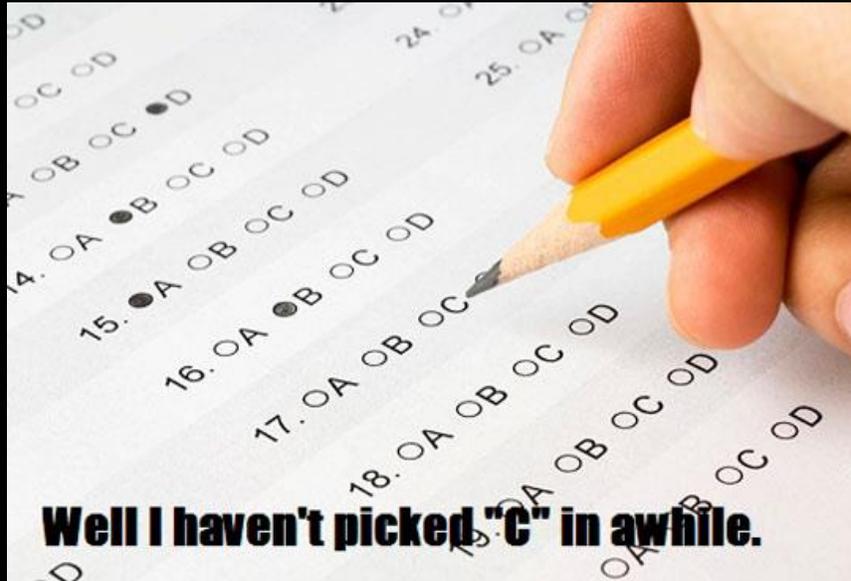
<http://www.gedtestingservice.com/educators/thinkingstrategiesforconstructedresponsepart1>

- Thinking Strategies for Crafting Constructed Responses: One Step at a Time - Part 2 (June 2016)

<http://www.gedtestingservice.com/educators/thinkingstrategiesconstructedresponsepart2>

# TIP 9

## SHARE TEST-TAKING STRATEGIES AND TIPS WITH STUDENTS



**Well I haven't picked "C" in awhile.**

# SET UP THEIR ACCOUNT WITH GED.COM

The screenshot shows the GED.com website interface. At the top left is the GED TESTING SERVICE logo. To the right, there is a 'Chat' icon, a 'Testing in' dropdown menu set to 'US', and a language selector for 'Español'. Below the logo is a navigation menu with links: 'Why GED', 'How It Works', 'About The Test', 'Get Study Materials', 'Request Transcript', and 'GED For Educators'. The main content area features a large teal banner with a woman, Devin, giving a thumbs up. Text on the banner includes 'Welcome to the official GED site.', 'Find everything you need to prepare for and pass the GED test. Sign up or login to get started.', and a promotional offer: 'Bundle-Up and SAVE \$10 on GED Test Prep. Offer ends June 30. Buy now'. A 'Login to MyGED' form is positioned on the right, containing fields for 'Email' and 'Password', a 'Log in' button, and links for 'Forgot password?' and 'Remember me'. A 'Don't have an account? Create one.' link is also present. At the bottom of the banner, it says 'Devin, GED graduate'. Below the banner, the text 'We're glad you're here!' is displayed.

# EXPLORE THE DASHBOARD

The screenshot shows the GED Testing Service dashboard. At the top, there is a navigation bar with the GED logo and several utility icons: Chat, Alerts, Messages, and Schedule. A user profile for Deborah Faucette is visible, along with a language selector for Español. Below the navigation bar, a secondary menu highlights 'College & Careers'. The main content area features a 'College & Careers' header with a 'Back to Dashboard' button. A prominent banner for 'Your PathSource Hub' encourages users to access free career assessments and real job videos. Three main sections are displayed: 'Training', 'College', and 'Career & Salaries', each with a descriptive paragraph and a list of links.

**GED TESTING SERVICE**

Chat Alerts Messages Schedule Deborah Faucette Español

Dashboard About the Test Study Test Tips Where to Test Schedule Test My Scores **College & Careers**

**College & Careers** [Back to Dashboard](#)

**Your PathSource Hub**

Access now to take your free career assessment and watch videos of real people in real jobs

**TRAINING**

**Training**

Not all jobs require a college degree. Learn more about the highest paying jobs for high school credential holders and get connected to the training you need.

- Education training
- 40 highest paying jobs without a bachelor's degree
- Certifications
- Apprenticeships
- Short-term training

**COLLEGE SEARCH**

**College**

Is college the next step for you? Feel confident with information about how to choose and apply to a college. Need help paying for it? Use the resources below to learn about financing your future.

- Find a college
- Apply to college
- Pay for College

**CAREERS & SALARIES**

**Career & Salaries**

Start your career now. Assess your skills, pick a career path, and get help applying for a job.

- Find a job in your area
- Resume Help
- Cover Letter Help
- Interview help
- LinkedIn Instructions
- Showcase your success

# TUTORIALS

- Ensures no surprises on test day
- Opportunity to practice and build skills
- Familiarity can lead to better performance



## FOR THE EDUCATORS

### Tutorials

Make sure you and your students are familiar with the technology and tools behind the 2014 GED® test with these helpful tutorials.

#### TUTORIALS FOR THE 2014 GED® TEST (ALL UNITED STATES TEST-TAKERS)

The following tutorials are designed to walk you through the registration and scheduling process for the 2014 GED® test. Then you can view a tutorial that gives you an inside look at the GED® test on computer.

Now that you've scheduled a test, learn more about the GED® test on computer and see what a real version of the test will look like. This tutorial will help you learn how to answer test questions on a computer. Click through the tutorial and prepare for your GED® test on computer.

#### Practice for the Test on Your Own Computer

- 2014 Computer-Based Test Tutorial ([View Online Now](#))
  - ([Download and View Later](#)) [Click here to download Adobe AIR](#)
- 2014 Computer-Based Test Tutorial in Spanish ([View Online Now](#))
  - ([Download and View Later](#)) [Click here to download Adobe AIR](#)

#### Standalone Calculator Tutorial

- 2014 Standalone Calculator Tutorial ([View Online Now](#))
  - ([Download and View Later](#)) [Click here to download Adobe AIR](#)
- 2014 Standalone Calculator Tutorial in Spanish ([View Online Now](#))
  - ([Download and View Later](#)) [Click here to download Adobe AIR](#)

# BEGINNING TEST-TAKING TIPS

- Have students practice using the tutorials
- Ensure students are familiar with and can use all of the embedded tools
- Have students practice using the annotation tools (highlighter and white boards)

# BEGINNING TEST-TAKING TIPS

- Emphasize reading the questions first to identify helpful hints
- Have students begin with questions that are most familiar (flagging more difficult items that they can come back to if time permits)
- Tell students to answer every question (test-takers are not penalized for incorrect answers)

# PRE-TEST PREPARATION

- Free Practice Test
  - Become familiar with the “look and feel” of test items
- Use Timed Writing Drills in the classroom
- GED Ready®
  - ½ length practice test
  - Valuable feedback for test preparation

# TEST-DAY RESOURCES

- Whiteboards and Graph Paper (3)
- Formula Sheet
- Extended Response Tips
  - Order samples to have in the classroom so they will become familiar with them before they walk in on testing day.
  - Download directly from the GEDTS website

# Test-taking tips

- Time Management

Content Area	Time	Number of Sections
RLA	150 minutes	3+ break
Math	115 minutes	2
Social Studies	70	1
Science	90	1

- Test item arrangement includes random placement
  - items and item difficulty
- Familiarity with Technology-enhanced item types

# Tip 10

## Stay Current - Sign up for *InSession*, be the “first” to know

The image shows a screenshot of the GED website's InSession newsletter sign-up page. The top navigation bar includes the GED logo, a search bar, and links for GED Manager™ Login, Subscribe to Emails, and social media icons. The main content area features the InSession logo and the text "The latest news, professional development, and educator resources delivered to your inbox." A prominent "Subscribe today" button is visible. An inset shows a preview of the newsletter content, including articles like "New Sample Extended Responses for Classroom Practice" and "New Tool Helps Students Explore Career Pathways".

**GED TESTING SERVICE®**

GED Manager™ Login | Subscribe to Emails

Google™ Custom Search

Programs and Services | Issues | For the Educators | Newsroom | Research

**INSESSION** WITH THE GED® PROGRAM newsletter

The latest news, professional development, and educator resources delivered to your inbox.

**Subscribe today**

**INSESSION** WITH THE GED® PROGRAM

**GED Ready® Practice Test Sale**  
© September 13, 2018 | events, GED® Program Updates, Other News

**50% off**

You can help make sure your students are prepared for the GED® test by having them take the GED Ready® practice test. It is the closest thing to taking the GED® test without actually doing so.

Continue reading →

**5 Tips For Marketing Your GED® Prep Classes**  
© September 13, 2018 | Educator Tips, Helpful Resources, Other News, Professional Development | GED Testing Service

If you're looking for help attracting new students to your GED® prep classes look no further — we're here to help! There are lots of low cost resources you can use to reach potential students.

Continue reading →

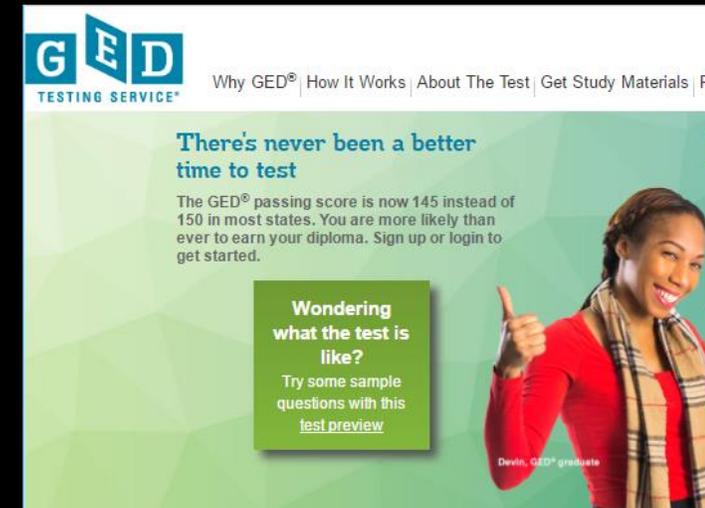
**Enhanced Experience for Students Requesting Accommodations**

**Now ON-DEMAND**  
**Thinking**

**GED TESTING SERVICE®**

# WHERE TO ACCESS MORE TEST-TAKING TIPS

- Tuesday for Teachers' Webinars
- Tutorials
- GEDTS YouTube (includes instructional videos)
- GED Testing Service® Social Media Sites
  - Facebook
  - Twitter
- Make sure that your students sign up for MyGED®  
<https://ged.com/>



The advertisement features the GED Testing Service logo at the top left. To the right of the logo is a navigation menu with links: "Why GED®", "How It Works", "About The Test", "Get Study Materials", and "R". The main headline reads "There's never been a better time to test". Below this, a paragraph states: "The GED® passing score is now 145 instead of 150 in most states. You are more likely than ever to earn your diploma. Sign up or login to get started." A green call-to-action box contains the text: "Wondering what the test is like? Try some sample questions with this test preview". On the right side, there is a photograph of a smiling woman, Devin, wearing a red top and a plaid scarf, giving a thumbs-up. A small caption below her photo reads "Devin, GED® graduate".

*A Special  
Thank  
You!*



# ACCOMMODATIONS

- Based on ADA not IDEA
- Recent Documentation
  - 5 Years for LD & ADHD
  - 1 Year for Psychological and Psychiatric
  - 1 Year for Physical and Chronic Health
- LD requires IQ test and specific achievement tests
- IEP is not sufficient
- Documentation must be prescriptive and descriptive

# Updated GEDTS Accommodations link

## TAKE THE GED® TEST



### GED Testing Service Accommodations

GED Testing Service is committed to ensuring access to the GED® test for all individuals with disabilities and supports the intention of the Americans with Disabilities Act as Amended (ADAAA).

Questions? Email [accommodations@GEDtestingservice.com](mailto:accommodations@GEDtestingservice.com).

- WHAT ARE ACCOMMODATIONS?
- WHAT ACCOMMODATIONS ARE RIGHT FOR ME?
- HOW DO I REQUEST ACCOMMODATIONS?
- HOW DO I APPLY FOR ACCOMMODATIONS? ←
- HOW DO I SCHEDULE AN ACCOMMODATED EXAM?
- GET THE FORMS
- SUPPORTING DOCUMENTATION
- APPEAL A DECISION
- ADDITIONAL RESOURCES

### EASY STEPS TO APPLY FOR ACCOMMODATIONS

1. Create a MyGED® account at [GED.com](https://GED.com)
2. Select yes for modified testing conditions
3. Follow the link to the request system and follow the prompts

[Step-by-step Instructions to Apply for Accommodations.](#)

*It will take 30 days for GED Testing Service to review your request.*

[View page in Spanish.](#)

# EXPERTISE IN THE ROOM



# CONTACT INFORMATION



Beth Lewis

Alternative Education &  
GED/HSED Administrator

Wisconsin Department of  
Public Instruction

125 South Webster Street  
PO Box 7841

Madison, WI 53707-7841

Phone: 608/267-1062

Fax: 608/267-9275

Email:

[beth.lewis@dpi.wi.gov](mailto:beth.lewis@dpi.wi.gov)